Introducing the Program

1 Before You Read Aloud

The story of Ray and Sam in *Everyone Belongs* introduces several topics, including racial discrimination and anti-immigrant feelings. These subjects might be difficult to discuss, but children can be particularly adept at understanding that Jesus calls all people to be treated with dignity. In advance of this lesson, go to www.usccb.org /racism to explore additional resources about the sin of racism. If possible, read the pastoral letter from the U.S. bishops, *Open Wide Our Hearts: The Enduring Call to Love.*

As you gather the children together, say: ***Jesus gave us a great example of how to love one another. He asks us to love every person the way he does. Showing love to each other is another way of showing how we follow Jesus.***

Children's Prayer: We Are All in God's Image

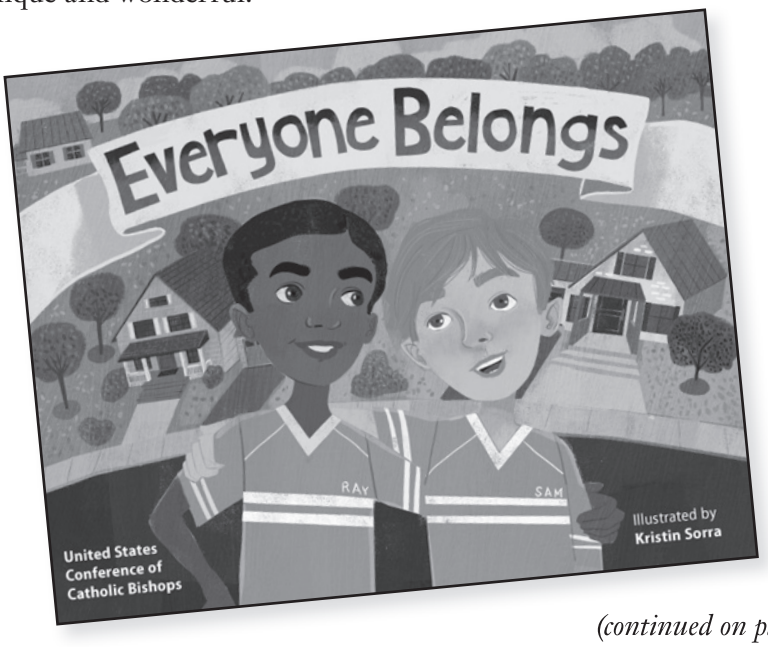
Loving Father,

Thank you for the many beautiful colors
and languages of the world
and for making all your children unique.

Thank you for creating me in your image.
Thank you for loving me and making me wonderful.
Help me love like you.

Help me share your love
with all the children you have made,
for they are unique and wonderful.

Amen.



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2 Connect

Talk with the children about how Jesus loved everyone. Ask them about the people they love. How do they feel when they spend time with people they love? Explain to the children that Jesus wants us to treat everyone the way we treat the people we love. Talk with the children about how to show Jesus that we love him by showing love to everyone around us. Give them examples of how we respect our friends, family, and others and how we celebrate what makes each of us unique, as well as what makes us the same.

3 Stories

The story of Ray and Sam and their community shows us how to celebrate gifts from other cultures and welcome people into our communities. Explain to the children that they have much in common with Ray and Sam.

The boys in the story recognize when something wrong happens, and they take the initiative to change it. Sam finds a way to be brave, confront his brother (someone he cares a lot about), and stand up for his best friend. Sam chooses love for his brother, for Ray, and for his community by doing what he knows is right.

As you read the story, pause and ask yourself these questions:

- **How do you know that Sam and Ray are best friends?**
- **How does the message on the garage door make Ray feel? Why does he feel this way?**
- **What does Sam learn about Ray's family? How do Sam and his classmates help their neighborhood feel more welcoming?**
- **How does Carter say he's sorry? Why is it important to say, "I'm sorry"?**
- **How do Ray and Sam let each other know they are loved?**

4 Moving On

Once the class has read the story, work with the children to complete the worksheet. Talk with them about how they can be examples of God's love by being a good friend to other children. Explain that they can help others feel God's love by appreciating what makes each child unique and discovering shared characteristics.

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Kindergarten: We Are Loved by God

MATERIALS

- 5 large sheets of paper, each with one letter of the word *LOVED*
- Masking Tape
- Crayons or markers
- Various craft supplies

1 Begin

Say: ***We believe that Jesus is with us all the time. Even when you feel alone, Jesus is with you. He is your best friend in the world. Jesus is with us all the time in our hearts.*** [Ask the children to point to their hearts.] ***If we listen, Jesus helps us know how to love other people.***

Say: ***Sometimes people do not love others like they should. People are treated unfairly because they are new to a place, or their skin is a different color than someone else's, or they look different, or they speak with an accent.***

Say: ***When people are not treated well, it is sad and wrong. Jesus wants us to love all people.***

Say: ***We are going to read a story of two friends who are the same in many ways, but also different in other ways. The differences between the boys are good and give the neighborhood a great gift.***

Read aloud the story *Everyone Belongs.* Then distribute the worksheet. Read aloud the introduction. Discuss how it is important to love everyone. Give examples of how we listen to Jesus by loving our friends, family, and others.

2 Connect

Help the children connect to the story and invite them to share how they can be loving toward other children. Guide them to develop a sense that they are each loved by God, and so is everyone around them, which is why we treat others with respect and dignity.

Talk with the children about how we believe God is present in every person. Say: ***Each of us is loved by God, with all that makes us the same and all that makes us different. We may enjoy playing the same games or spending time with our friends and families, and we may have different hobbies or talents, or come from different cultures or ethnic backgrounds. These differences are gifts.***

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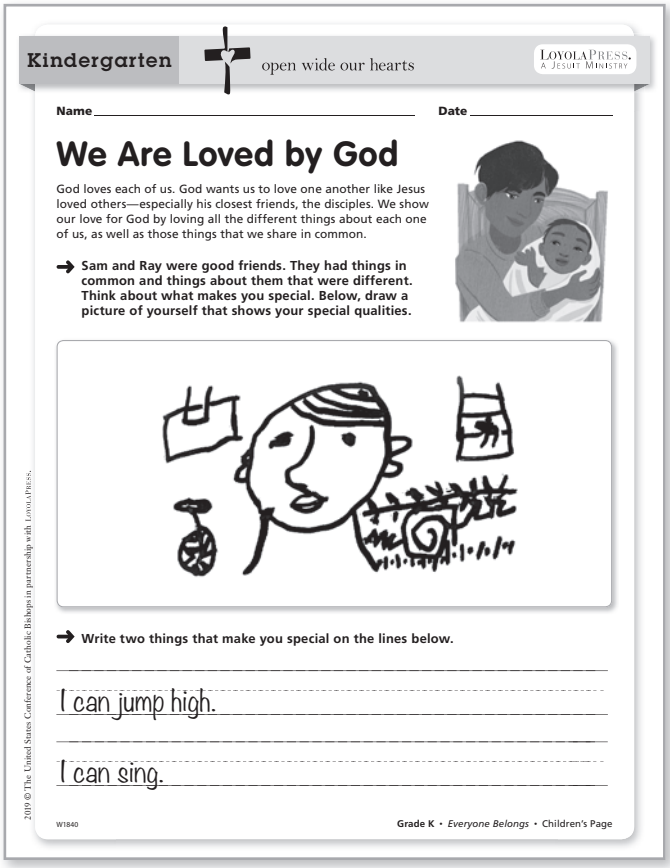

Kindergarten — open wide our hearts — LoyolaPress. A Jesuit Ministry

Name _____ Date _____

We Are Loved by God

God loves each of us. God wants us to love one another like Jesus loved others—especially his closest friends, the disciples. We show our love for God by loving all the different things about each one of us, as well as those things that we share in common.

➜ **Sam and Ray were good friends. They had things in common and things about them that were different. Think about what makes you special. Below, draw a picture of yourself that shows your special qualities.**

➜ **Write two things that make you special on the lines below.**

I can jump high.

I can sing.

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W1840 Grade K • *Everyone Belongs* • Children's Page

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Next, tape to the wall the sheets of paper with the letters that spell L-O-V-E-D.

Read aloud the first set of activity directions on the worksheet. Then allow time for the children to draw a picture of themselves. When the children are finished, have them decorate their pictures with craft supplies.

Read aloud the second set of activity directions. Allow time for the children to write what is special about themselves. When they have finished, invite volunteers to share their work with the class. After the children are done sharing, talk about all the things that make each of them special and unique. Say: ***God loves each of us because of our uniqueness.***

Ask each child to tape their work to the wall under the word *LOVED*.

3 Close

Show the children the "God's Children of the World" slideshow. (This slideshow, courtesy of Catholic Relief Services, contains images of children from many countries around the world.)

- Ask: ***What do you see the children doing that you also do?*** (playing, riding a bike, going to school, eating, dancing) If you don't have the ability to show the slideshow, you might print and show photos of children doing these or other activities.
- Explain that there are things that make all children the same—including God's presence in every child. Say: ***There are also differences among children of the world: for example, how they dress, speak, or do things. They may come from different cultures or have different traditions. These differences are gifts and make us special.***
- Explain that sometimes people don't show love to one another like they should. Sometimes people use differences to mistreat others. This is wrong and a sin. We know that God loves each of us, no matter what.
- Say: ***Because we follow Jesus, we need to treat one another in ways that show we know how special and loved each person is, especially when it seems that someone might be different from us. We should celebrate the ways God makes each of us different. God loves the differences we bring from our cultures and traditions.***

Pray together the prayer We Are All in God's Image, found on page 1 of Introducing the Program.

Suggested Additional Activities:

- Say: ***Think about what makes your friends and classmates the same and what makes them different and special.***
- Say: ***Play with or talk to other children who seem different from you. Discover how you are alike and the unique and special ways you are different.***
- Ask: ***What is something you can do to show someone how special he or she is? Let this person know he or she is loved by God.***

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Name _____ **Date** _____

We Are Loved by God

God loves each of us. God wants us to love one another like Jesus loved others—especially his closest friends, the disciples. We show our love for God by loving all the different things about each one of us, as well as those things that we share in common.

➜ **Sam and Ray were good friends. They had things in common and things about them that were different. Think about what makes you special. Below, draw a picture of yourself that shows your special qualities.**

➜ **Write two things that make you special on the lines below.**

_____

_____

_____

_____

_____

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Grade 1: What Makes a Person?

MATERIALS

- Whiteboard, chalkboard or large sheets of paper and masking tape
- Coloring supplies
- Paper

1 Begin

Discuss what makes someone a person. On the board or a large sheet of paper taped to the wall, ask the children to make a list of their favorite people. The list can be of people they know personally and/or famous people. After the list is compiled, ask: ***How do you know each of these people is a person?*** (Possible responses: Everyone has a body, a name, a family, and so on.) Say: ***We believe each person is made by God. God's image is present in every one of the people on this list and in every one of you. God loves every person in the world. It is because of that love that we treat everyone with respect and dignity.***

Read aloud the story *Everyone Belongs.*

2 Connect

Talk about how in the story Ray's family wasn't treated with respect. Ask: ***What did Carter do to make the Ikangas feel unwelcome? How did Ray's family feel after the message was written on their garage door? How did Sam and his classmates help them feel better?*** Allow time for the children to respond. (Accept reasonable responses.)

Distribute the worksheet and read aloud the first paragraph. Say: ***God's children come from many cultures and traditions. The many cultures of the world are different and wonderful. We learn about ourselves and our traditions from our families and communities. We have many cultures represented in our community.***

Read aloud the first set of activity directions and have the children complete the activity.

When the children have finished, ask them to share their work with the class.

Say: ***Our families come from different places. Each family might celebrate important times of the year differently, and we each have different hobbies or interests, abilities, and gifts. God loves the unique things about our families. But sometimes, those differences have been used to treat others differently or unfairly, like in the story*** Everyone Belongs. ***Some people do not recognize the dignity of***

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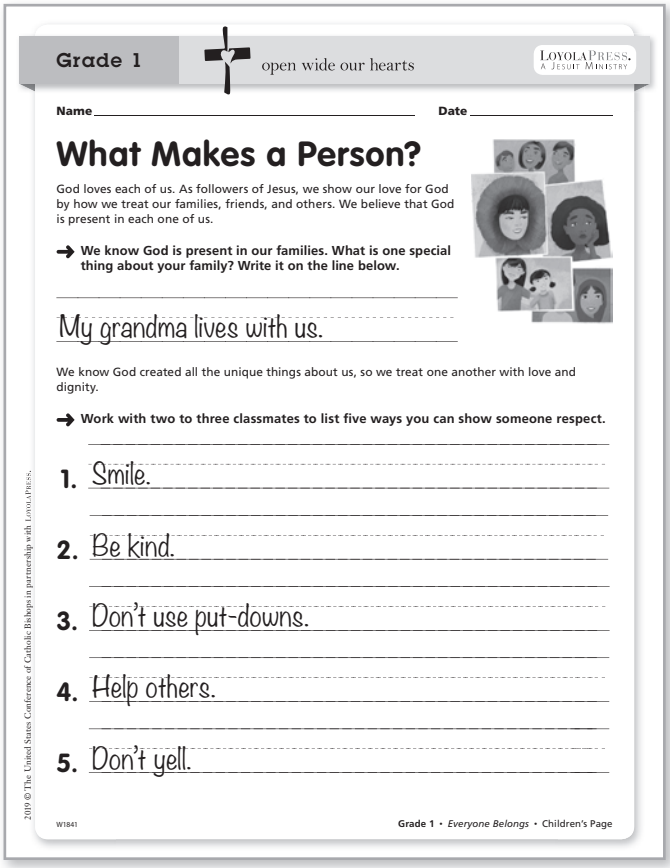

Grade 1 — open wide our hearts — LoyolaPress. A Jesuit Ministry

Name _____ Date _____

What Makes a Person?

God loves each of us. As followers of Jesus, we show our love for God by how we treat our families, friends, and others. We believe that God is present in each one of us.

→ **We know God is present in our families. What is one special thing about your family? Write it on the line below.**

My grandma lives with us.

We know God created all the unique things about us, so we treat one another with love and dignity.

→ **Work with two to three classmates to list five ways you can show someone respect.**

1. Smile.
2. Be kind.
3. Don't use put-downs.
4. Help others.
5. Don't yell.

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W1841 Grade 1 • *Everyone Belongs* • Children's Page

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others whose culture or color of skin is different from their own. When someone doesn't recognize our dignity, it is wrong. It is a sin to treat others unfairly because of their skin color, or because their family celebrates events or holidays differently, or comes from a different place in the country or the world. We should show God's love to others no matter how much we have in common or how much is different about us.

3 Close

Read aloud the second paragraph and the second set of activity directions. Invite the children to work together to complete the activity. Ask the children to report their lists to the entire class and write them on the board or large sheet of paper on the wall. Then invite the class to choose their five favorite ways to show respect from all the lists. Post this "top five" list in the classroom.

Say: ***We know that God loves all of us and God loves all the things that make us the same. He also loves the many gifts, cultures, and traditions that make us different. We should celebrate both our differences and similarities.*** Pray together the prayer We Are All in God's Image, found on page 1 of Introducing the Program.

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Name _____ **Date** _____

What Makes a Person?

God loves each of us. As followers of Jesus, we show our love for God by how we treat our families, friends, and others. We believe that God is present in each one of us.

➜ **We know God is present in our families. What is one special thing about your family? Write it on the line below.**

_____

_____

_____

We know God created all the unique things about us, so we treat one another with love and dignity.

➜ **Work with two to three classmates to list five ways you can show someone respect.**

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

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MATERIALS

› Crayons or markers

Grade 2: How Do We Treat Each Other?

1 Begin

Discuss with the children the qualities and characteristics of a good friend. Talk about how important it is to be a good friend to others. Say: ***We treat our friends with respect and love. We share important things about ourselves with our friends. We share fun times, and we also share our feelings when we are sad. Jesus is the best friend we could ever have in the world. Jesus wants to know when we are happy, and to share that happiness with him. He especially wants us to know he loves us when we are sad.*** Talk about how we show Jesus we are friends with him by loving our friends. Jesus shows us how to be blessed and holy.

Say: ***Jesus knows how important it is to have friends. We call Jesus' closest friends his disciples. We are also called to be disciples and show Jesus that we love him by loving others. Sometimes loving others is difficult and we don't show love for others like we should. When we deliberately disrespect or treat another person poorly, we are not showing our love for God. That is a sin. Let's read a story about two friends who are a lot like you and your friends.***

Read together or aloud the story *Everyone Belongs*.

2 Connect

After reading the story, distribute the worksheet and read aloud the introduction. Ask: ***Who in the story was acting like a friend?*** (Possible responses: Sam, Ray, the classmates, Sr. Bridget, Fr. Mateo, Sam's family and the Ikanga family) Read aloud the directions for the first activity and invite the children to complete the activity. When they are finished, ask volunteers to share their work.

Ask: ***Who was not being loving in the story?*** (Carter) ***How do you know?*** (Possible responses: he wrote a negative, mean, or bad message on his neighbor's garage door; he didn't want the Ikangas to live in the neighborhood; he didn't like his neighbors

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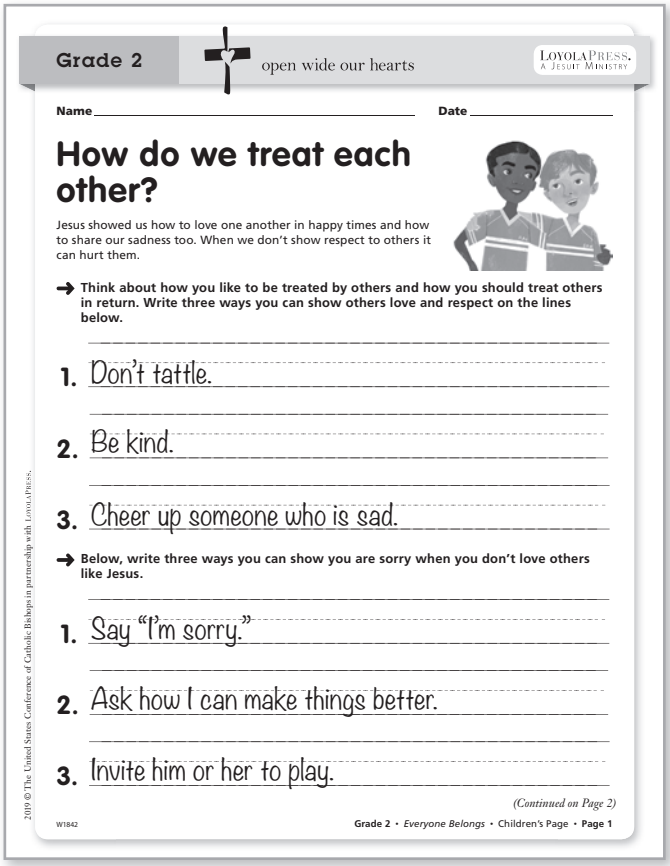

Grade 2 — open wide our hearts — LoyolaPress. A Jesuit Ministry

Name _____ Date _____

How do we treat each other?

Jesus showed us how to love one another in happy times and how to share our sadness too. When we don't show respect to others it can hurt them.

→ **Think about how you like to be treated by others and how you should treat others in return. Write three ways you can show others love and respect on the lines below.**

1. Don't tattle.
2. Be kind.
3. Cheer up someone who is sad.

→ **Below, write three ways you can show you are sorry when you don't love others like Jesus.**

1. Say "I'm sorry."
2. Ask how I can make things better.
3. Invite him or her to play.

(Continued on Page 2)

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W1842

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because they were new; he didn't like that the Ikangas looked different from his family.) Ask: ***How would you feel if someone wrote something mean on your door?*** Say: ***Carter's actions were not ok. In fact, his actions were sinful. His actions also really hurt Ray's family's feelings. What are ways we can show we are sorry when we realize we are wrong?*** (Accept reasonable responses.)

Read aloud the second set of activity directions and have the children complete the activity. When they are finished, invite volunteers to share their work.

3 Close

Say: ***Jesus' disciples celebrate when everyone is together. Jesus treats all of us with love, and we should follow Jesus' example.*** Read aloud the activity directions on page 2 of the worksheet and ask the children to complete the activity. Invite volunteers to share their drawings. (Answers will vary.)

Finally, pray together the prayer We Are All in God's Image, found on page 1 of Introducing the Program.

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Name _____ **Date** _____

How Do We Treat Each Other?

Jesus showed us how to love one another in happy times and how to share our sadness. When we don't show respect to others, it can hurt them.

➜ **Think about how you like to be treated by others and how you should treat others in return. On the lines below, write three ways you can show others love and respect.**

1. _____

2. _____

3. _____

➜ **Below, write three ways you can show you are sorry when you don't love others like Jesus did.**

1. _____

2. _____

3. _____

(continued on page 2)

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Name _____ **Date** _____

➜ **Our community is better when we all follow Jesus' example and love our families, friends, and others. Draw a picture of your community celebrating the gifts we all bring.**

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Grade 3: Who Is Our Neighbor?

MATERIALS
› Crayons or markers

1 Begin

Read aloud or ask a child to read aloud the story of the greatest commandment: Matthew 22:34–40.

"When the Pharisees heard that he had silenced the Sadducees, they gathered together and one of them [a scholar of the law] tested him by asking, 'Teacher, which commandment in the law is the greatest?' He said to him, 'You shall love the Lord, your God, with all your heart, with all your soul, and with all your mind. This is the greatest and the first commandment. The second is like it: You shall love your neighbor as yourself. The whole law and the prophets depend on these two commandments.'"

Ask: **What *did Jesus mean when he said to love your neighbor as yourself?***

Who *are our neighbors?*

Why *should we love our neighbors?*

Allow time for the children to respond to each question. (Accept reasonable responses.) Then say: ***Every person is a child of God and that makes us part of a human family as well. Jesus gave us a commandment to love one another. But sometimes we don't live up to that commandment. We hurt one another with words and actions. When we hurt others, we also hurt Jesus. Jesus gave us a sacrament for making our relationship with him whole again. When we sin or don't respect other people, our entire community suffers. By confessing our sins in the Sacrament of Reconciliation, we receive the grace to make our human family whole again.***

Being in good relationship with our families and communities is one way we show our love for God.

Read together the story *Everyone Belongs*.

2 Connect

Distribute the worksheet. Ask: ***Did you notice in the story that Carter apologized to the Ikanga family and to the neighborhood? What do you think Carter said to Dr. Ikanga to let him know he was sorry for what he did?*** (Responses will vary.)

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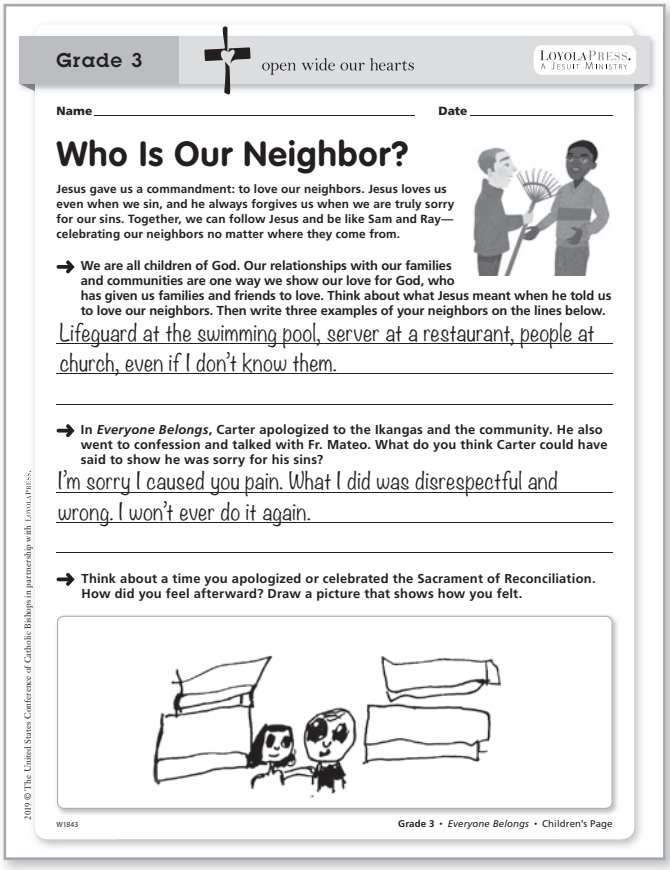

Grade 3 — open wide our hearts — LoyolaPress. A Jesuit Ministry

Name _____ Date _____

Who Is Our Neighbor?

Jesus gave us a commandment: to love our neighbors. Jesus loves us even when we sin, and he always forgives us when we are truly sorry for our sins. Together, we can follow Jesus and be like Sam and Ray—celebrating our neighbors no matter where they come from.

➜ We are all children of God. Our relationships with our families and communities are one way we show our love for God, who has given us families and friends to love. Think about what Jesus meant when he told us to love our neighbors. Then write three examples of your neighbors on the lines below.

Lifeguard at the swimming pool, server at a restaurant, people at church, even if I don't know them.

➜ In *Everyone Belongs*, Carter apologized to the Ikangas and the community. He also went to confession and talked with Fr. Mateo. What do you think Carter could have said to show he was sorry for his sins?

I'm sorry I caused you pain. What I did was disrespectful and wrong. I won't ever do it again.

➜ Think about a time you apologized or celebrated the Sacrament of Reconciliation. How did you feel afterward? Draw a picture that shows how you felt.

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W1843 Grade 3 • *Everyone Belongs* • Children's Page

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Read aloud the directions for the first two activities on the worksheet and have the children complete these activities. Invite volunteers to share their work.

Say: ***Carter apologized to the Ikangas because it was the right thing to do. He also talked to Fr. Mateo during the Sacrament of Reconciliation. Fr. Mateo might have asked Carter to apologize as part of his penance. Through God's forgiveness in Reconciliation and through forgiveness from Dr. Ikanga, Carter received forgiveness from God and from his community. The Ikanga family and the entire community celebrated because they were whole again.*** Ask: ***Can you think of a time when it was important to show someone you were sorry?*** (Allow time for the children to reflect.)

If time allows, discuss how Sam also chose to show love to his community. Say: ***Sam decided he should say something to Carter because he knew what Carter had done was wrong. What if Sam hadn't said something to Carter? That would have been a sin too! We avoid sin by making the choice to do what is right, even when it is difficult and by avoiding doing something that we know is wrong.***

3 Close

Say: ***It is important for us to recognize when we have done something wrong and hurt others, whether it was intentional or not. We need to take responsibility for our actions. Part of taking responsibility can mean apologizing. It can also mean going to confession. Participating in the Sacrament of Reconciliation can bring healing to our individual relationships and to our communities.***

Read aloud the final set of activity directions and invite the children to do the activity. Finally, pray together the prayer We Are All in God's Image, found on page 1 of Introducing the Program.

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Name _____ **Date** _____

Who Is Our Neighbor?

Jesus gave us a commandment: to love our neighbors. Jesus loves us even when we sin, and he always forgives us when we are truly sorry for our sins. Together, we can follow Jesus and be like Sam and Ray—celebrating our neighbors no matter where they come from.

➜ **We are all children of God. Our relationships with our families and communities are one way we show our love for God, who has given us families and friends to love. Think about what Jesus meant when he told us to love our neighbors. Then write three examples of your neighbors on the lines below.**

_____

_____

_____

➜ **In *Everyone Belongs*, Carter apologized to the Ikangas and the community. He also went to confession and talked with Fr. Mateo. What do you think Carter could have said to show he was sorry for his sins?**

_____

_____

_____

➜ **Think about a time you apologized or celebrated the Sacrament of Reconciliation. How did you feel afterward? Draw a picture that shows how you felt.**

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Grade 4: Unity in the Body of Christ

1 Begin

Ask: ***Does anyone remember his or her Baptism?*** If any of the children were baptized after infancy, ask them if they will share what they remember about their Baptism. Then ask: ***Has anyone seen pictures of his or her Baptism? What were some of the details in the pictures or stories you have heard from your parents or godparents? What do you remember about the Baptism of a younger sibling or family member at your church?*** (Possible responses: water, parents, godparents, white gown, a candle) Talk with the children about how we are baptized into a new life in Christ, and this means we are baptized into a community, which is part of the Body of Christ. Say: ***Baptism makes us members of the Body of Christ and brothers and sisters to one another. We are baptized into a new family, whom we care for.*** Ask: ***How do we show our brothers and sisters in our community that we care for them?*** Write the children's responses on the board or on a large sheet of paper taped to the wall.

2 Connect

Arrange the children in small groups and invite them to read the story *Everyone Belongs*.

Say: ***As members of the worldwide (and heavenly) Body of Christ, we celebrate the diversity and gifts of the Church's members from many cultures. Diversity is not opposed to the Church's unity. We celebrate the diversity of the many cultures and traditions in communities and within the Church. Sin, including acts of racism, can threaten God's gift of unity. Because of this sin, we fail to recognize the dignity of some members of our human family, and it breaks the bonds between us.***

Distribute the worksheet and invite volunteers to read aloud the first paragraph and the activity directions. Ask the children to answer the questions in small groups. When they are finished, invite groups to share their responses with the entire class. You might give a small prize to the group that correctly answered the most questions.

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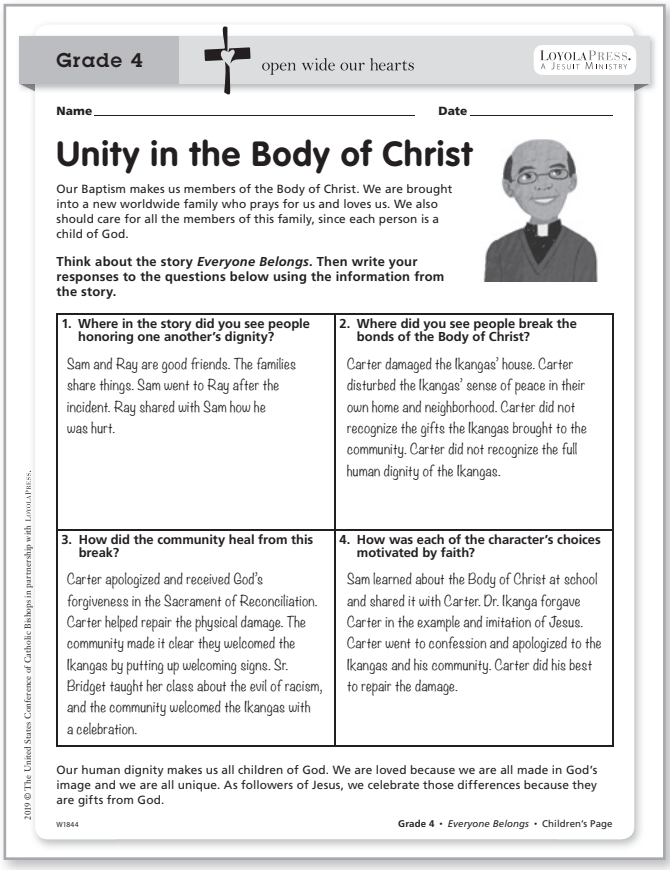

Grade 4 — open wide our hearts — LoyolaPress. A Jesuit Ministry

Name _____ Date _____

Unity in the Body of Christ

Our Baptism makes us members of the Body of Christ. We are brought into a new worldwide family who prays for us and loves us. We also should care for all the members of this family, since each person is a child of God.

Think about the story *Everyone Belongs*. Then write your responses to the questions below using the information from the story.

1. Where in the story did you see people honoring one another's dignity? Sam and Ray are good friends. The families share things. Sam went to Ray after the incident. Ray shared with Sam how he was hurt.	**2. Where did you see people break the bonds of the Body of Christ?** Carter damaged the Ikangas' house. Carter disturbed the Ikangas' sense of peace in their own home and neighborhood. Carter did not recognize the gifts the Ikangas brought to the community. Carter did not recognize the full human dignity of the Ikangas.
3. How did the community heal from this break? Carter apologized and received God's forgiveness in the Sacrament of Reconciliation. Carter helped repair the physical damage. The community made it clear they welcomed the Ikangas by putting up welcoming signs. Sr. Bridget taught her class about the evil of racism, and the community welcomed the Ikangas with a celebration.	**4. How was each of the character's choices motivated by faith?** Sam learned about the Body of Christ at school and shared it with Carter. Dr. Ikanga forgave Carter in the example and imitation of Jesus. Carter went to confession and apologized to the Ikangas and his community. Carter did his best to repair the damage.

Our human dignity makes us all children of God. We are loved because we are all made in God's image and we are all unique. As followers of Jesus, we celebrate those differences because they are gifts from God.

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W1844 Grade 4 • *Everyone Belongs* • Children's Page

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(Questions and sample responses are reproduced below.)

1. **Where in the story did you see people honoring one another's dignity?** (Sam and Ray are good friends. The families share things. Sam went to Ray after the incident. Ray shared with Sam how he was hurt.

2. **Where did you see people break the bonds of the Body of Christ?** (Carter damaged the Ikangas' house. Carter disturbed the Ikangas' sense of peace in their own home and neighborhood. Carter did not recognize the gifts the Ikangas brought to the community. Carter did not recognize the full human dignity of the Ikangas.)

3. **How did the community heal from this break?** (Carter apologized and received God's forgiveness in the Sacrament of Reconciliation. Carter helped repair the physical damage. The community made it clear they welcomed the Ikangas by putting up welcoming signs. Sr. Bridget taught her class about the evil of racism, and the community welcomed the Ikangas with a celebration.)

4. **How was each of the character's choices motivated by faith?** (Sam learned about the Body of Christ at school and shared it with Carter. Dr. Ikanga forgave Carter in the example and imitation of Jesus. Carter went to confession and apologized to the Ikangas and his community. Carter did his best to repair the damage.)

3 Close

Read aloud the final paragraph on the worksheet. Discuss the importance of honoring one another's dignity through words and actions. Say: ***Carter sinned because of his words and actions toward wanting the Ikangas to leave and disregarding their dignity as children of God and their right to live peacefully in their community. Carter's actions were sinful because he did not value the dignity of the Ikanga family and made them feel unwelcome. Carter needed to apologize to the Ikangas. He also needed to apologize to the whole community. He sought out the Sacrament of Reconciliation and talked with Fr. Mateo, who helped him repair the broken relationships.***

Pray together the prayer We Are All in God's Image, found on page 1 of Introducing the Program.

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Name _____ **Date** _____

Unity in the Body of Christ

Our Baptism makes us members of the Body of Christ. We are brought into a new worldwide family who prays for us and loves us. We also should care for all the members of this family, since each person is a child of God.

Think about the story *Everyone Belongs*. Then write your responses to the questions below using the information from the story.

1. Where in the story did you see people honoring one another's dignity?	**2. Where did you see people break the bonds of the Body of Christ?**
3. How did the community heal from this break?	**4. How was each of the character's choices motivated by faith?**

Our human dignity makes us all children of God. We are loved because we are all made in God's image and we are all unique. As followers of Jesus, we celebrate those differences because they are gifts from God.

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Grade 5: Diversity in the Unity of the Body of Christ

1 Begin

Distribute the worksheet. Read aloud the first paragraph and ask the children to complete the first activity, either individually or in pairs. The idea is for the children to do the activity as quickly as possible, to see what word associations immediately jump to mind. After the children have completed the activity, go through their responses as a class.

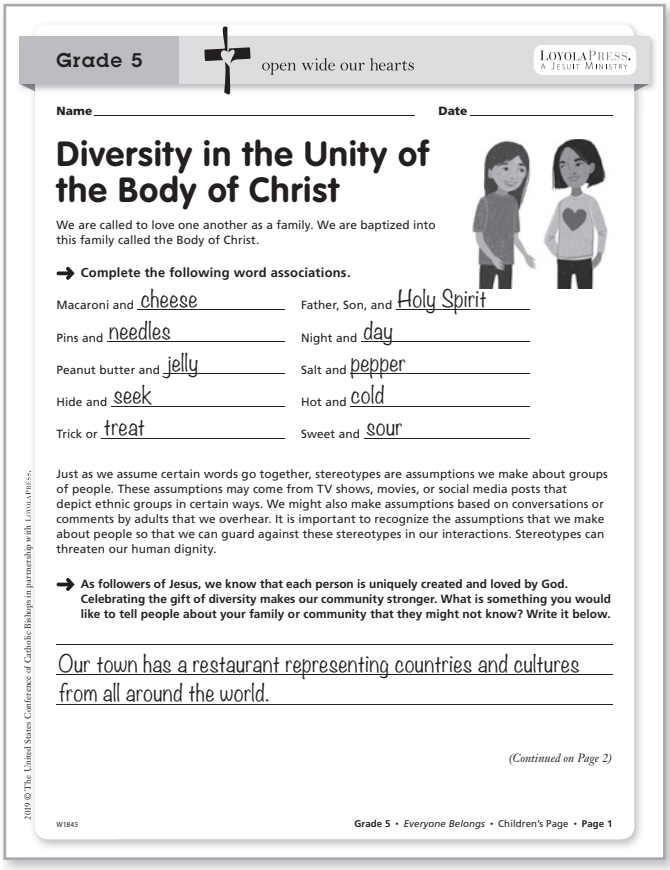
Ask: ***Which of the pairs were almost automatic? Did you and your partner (or classmates) come up with different answers?*** (Responses will vary.) Say: ***This is an example of the generalizations that our brains make to help us get to the answer faster. In certain situations, our brains make shortcut decisions about people whom we do not know well. Psychologists call these generalizations*** **implicit biases.**

Read aloud the second paragraph on the worksheet. Say: ***When we use these kinds of generalizations to apply to entire groups of people, it's called stereotyping. Many ideas about people who are different from us come to us through the media and our culture. They are all around us. Stereotypes, even when they seem to be positive at first, are harmful because they lead us to not honor the individual human dignity of each person. As followers of Jesus, we know that God creates the diversity in our world and one another. We celebrate what makes us uniquely created by God.***

2 Connect

Read aloud the story *Everyone Belongs*. Pause throughout to ask questions like those in Step 3 of Introducing the Program. After the story, ask: ***Where did bias play a role in this story? What impact did it have on the community and the families?*** After some conversation about these questions, remind the children about our call to know and love the diversity present in the Body of Christ.

(continued on page 2)



Grade 5 — open wide our hearts — LoyolaPress. A Jesuit Ministry

Name _____ Date _____

Diversity in the Unity of the Body of Christ

We are called to love one another as a family. We are baptized into this family called the Body of Christ.

➜ **Complete the following word associations.**

Macaroni and cheese
Father, Son, and Holy Spirit
Pins and needles
Night and day
Peanut butter and jelly
Salt and pepper
Hide and seek
Hot and cold
Trick or treat
Sweet and sour

Just as we assume certain words go together, stereotypes are assumptions we make about groups of people. These assumptions may come from TV shows, movies, or social media posts that depict ethnic groups in certain ways. We might also make assumptions based on conversations or comments by adults that we overhear. It is important to recognize the assumptions that we make about people so that we can guard against these stereotypes in our interactions. Stereotypes can threaten our human dignity.

➜ **As followers of Jesus, we know that each person is uniquely created and loved by God. Celebrating the gift of diversity makes our community stronger. What is something you would like to tell people about your family or community that they might not know? Write it below.**

Our town has a restaurant representing countries and cultures from all around the world.

(Continued on Page 2)

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Say: ***Baptism makes us members of the Body of Christ. Our Baptism into the unity of the Church cuts across the human limits of culture and ethnicity. Our Baptism makes us one human family, no matter where our families are from or what our ethnic backgrounds are. As members of the worldwide (and heavenly) Body of Christ, we value the diversity and gifts of the Church's members. Diversity is not opposed to the Church's unity. We celebrate diversity in our communities and within our Church. Yet sometimes we fail to recognize the dignity of some members of our human family, even subconsciously.***

Invite a volunteer to read aloud the directions for the second activity on the worksheet. Have the children think about and write something important for other people to know about their family or community (school, club, family, parish, neighborhood) that they might not already know. When the children have finished, ask volunteers to share their work. (Responses will vary.)

3 Close

Say: ***Often, we don't even realize that we have formed stereotypes about groups of people—it can be completely subconscious. An important way of working to overcome our bias is to educate ourselves. One primary way of doing this is by being in relationship with people from different ethnic backgrounds than our own. Friendship and relationship are the best antidote for bias.***

Project and read aloud this quote from the U.S. Catholic bishops in *Open Wide Our Hearts:*

"Racism can often be found in our hearts – in many cases placed there unwillingly or unknowingly by our upbringing and culture. As such, it can lead to thoughts and actions that we do not even see as racist, but nonetheless flow from the same prejudicial root. Consciously or subconsciously, this attitude of superiority can be seen in how certain groups of people are vilified, called criminals, or are perceived as being unable to contribute to society, even unworthy of its benefits."

Ask:

How do racial biases go against our unity as the Body of Christ?

Why do racial biases make us less able to recognize the dignity of some members of our human family?

What ideas do you have for how we can overcome racial biases that we may have?

After discussing these questions, read aloud the activity directions on page 2 of the worksheet. Invite the children to spend some time reflecting individually (either as part of the classroom time, or as homework) on biases they may possess. Tell the children they will not be asked to share their responses.

Close by praying together the prayer We Are All in God's Image, found on page 1 of Introducing the Program.

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Name _____ **Date** _____

Diversity in the Unity of the Body of Christ

We are called to love one another as a family. We are baptized into this family called the Body of Christ.

➜ **Complete the following word associations.**

Macaroni and _____ Father, Son, and _____

Pins and _____ Night and _____

Peanut butter and _____ Salt and _____

Hide and _____ Hot and _____

Trick or _____ Sweet and _____

Just as we assume certain words go together, stereotypes are assumptions we make about groups of people. These assumptions may come from TV shows, movies, or social media posts that depict ethnic groups in certain ways. We might also make assumptions based on conversations or comments by adults that we overhear. It is important to recognize the assumptions that we make about people so that we can guard against these stereotypes in our interactions. Stereotypes can threaten our human dignity.

➜ **As followers of Jesus, we know that each person is uniquely created and loved by God. Celebrating the gift of diversity makes our community stronger. What is something you would like to tell people about your family or community that they might not know? Write it below.**

_____

_____

(continued on page 2)

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➜ Going forth: Implicit bias can be a difficult and sensitive topic. Spend some quiet time talking to God or journaling about what biases you might have. Use the reflection questions below to guide you.

- What attitudes or perceptions do you have about cultural ethnic groups outside of your own?
- Where do you think these attitudes or perceptions come from?
- What is an example of a way that you may have acted differently toward someone of another ethnic group because of implicit bias?
- How does bias—and the way it causes us to act—fail to respect the dignity of every child of God?
- What can you do to overcome your own biases?

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